



**CORNWALL
COUNCIL**
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Together 
for Families

Supporting Children and Young People with Special Educational Needs

The Graduated response in mainstream schools



SEND

Special Educational
Needs and Disability



www.cornwall.gov.uk/togetherforfamilies

“It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.”

Statutory guidance from Special educational needs and disability code of practice: 0 to 25 years.

Contents

Purpose of this document	5
What is a special educational need?	6
How to use this document	6
What is the graduated response?	7
What actions happen at each phase of the assess – plan – do – review cycle?	8
Assess-Plan-Do-Review Diagram	10
Effective Inclusive Practice and Provision for all Pupils	11
Guide to areas of need, intervention and specific support recommendations	13
Communication and Interaction	14
Cognition and Learning	20
Social, Emotional and Mental Health	27
Sensory and/or physical needs: Hearing	33
Sensory and/or physical needs: Vision	38
Sensory and/or physical needs: Multiple Sensory Impairment	43
Sensory and/or physical needs: Physical and Medical	47
Supporting Information	53
Access to the whole school curriculum	53
Assess- Plan-Do-Review at whole school level	54
Funding	55
Glossary of terms	56
Template for assess-plan-do-review cycle	57

Purpose of this document

Most pupils with SEN in Cornish mainstream schools have their needs met at SEN support. This document sets out the minimum standards for pupils across Cornwall.

This document sets out the essential actions for children and young people who may have SEN, the Graduated Response, and describes a range of approaches ordinarily available across Cornwall. It informs inclusive, enabling and consistent practice across Cornwall's schools to ensure that the necessary legislative requirements are met alongside national, regional and local priorities and responsibilities in relation to SEN.

Each Cornish school has its own individual character and structures and it is acknowledged that many schools in Cornwall choose to allocate SEN provision at a high level. However, all pupils attending a mainstream school have an entitlement to access a minimum of provision if they have SEN and the purpose of this document is to ensure every pupil in a Cornish school receives the support they are entitled to.

Establishing a minimum level of provision ensures:

- Clarity for school staff.
- A provision guarantee for individual pupils and their families.
- Support for discussion of individual pupils between school staff and support services.
- Baselines against which the Local Authority can carry out its statutory duty to monitor provision for children and young people with SEN.

One document cannot describe every possible intervention but the information in the pages that follow indicate what children, young people and their families can expect in Cornwall.



What is a Special Educational Need?

The SEND Code of Practice: 0-25 years January 2015, p15,16 states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significant greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice, p18

The broad areas of need described in the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical.
- Pupils may have needs in more than one area of need.

How to use this document

- All pupils must have access to high quality teaching that focusses on inclusive practice and breaks down barriers to learning. For the majority of children and young people this can be achieved through personalisation and differentiation but individuals with SEN may need provision that is additional to, and different from, their peers.
- This document sets out what this provision might look like referring to evidence based practice and interventions wherever possible. In addition to the main categories of need identified in the Code of Practice Hearing Impairment and Visual impairment are distinct within the section detailing sensory and physical needs in order to make the document easier to use.
- Professionals working with children and young people need to be aware that many pupils will have needs that do not 'fit' into one category, pupils may have needs in more than one area. A number of the following sections may need to be used when considering whether a pupil has SEN.
- We acknowledge that there is some repetition in this document. This is intentional to improve accessibility when practitioners use it as a working guide.

What is the graduated response?

The Graduated Response is “...a **four-part cycle through which earlier decisions and actions are Revisited, Refined and Revised with a growing understanding of the pupils needs and of what supports the pupil in making Good progress and securing good outcomes.**”

SEND Code of Practice 6.44

The Children and Families Act 2014 and the supporting Code of Practice make it very clear that early years settings, schools and colleges have to meet the needs of all children and young people with SEN including those who do not have an Education, Health and Care (EHC) Plan.

The approach to meeting the needs of children with SEND is the **graduated response**, SEND Code of Practice, p100.

Actions within the Graduated Response:

- When a pupil is identified as having SEN the school must take immediate action. Staff must put effective SEN provision in place and ensure that all barriers to learning are removed.
- As soon as a pupil is identified as having SEN their family must be informed. The school must then work in partnership with parents/carers, listening to their views and proactively involving them in decision making and planning.
- SEN provision must be reviewed at least termly and all reviews must involve the pupil and their family.
- It may be decided that advice from a specialist professional is required in order to meet the needs of a pupil. Information regarding the external support available is published on the SEND Local Offer site and in the online SEN File on Cornwall Council’s website.
- SEN support and provision should be informed by the ‘assess, plan, do, review’ cycle SEND Code of Practice, p100.

What actions happen at each phase of the ‘assess, plan, do, review’ cycle?

The SEND Code of Practice 0-25 promotes the use of the ‘assess, plan, do, review’ cycle. When a potential SEN has been identified this cyclical process becomes increasingly targeted and personalised. This four stage action process is used to meet the needs of pupils and improve practice at many levels ensuring that:

- Individual pupils at SEN support and those with an EHC plan receive the appropriate provision and achieve positive outcomes.

- SEN provision made by an educational setting evolves to meet the needs of all pupils with SEN.
- If an EHC needs assessment is required or an EHC plan is in place, this approach continues to support pupils, their families and educational settings in working effectively in partnership.

The graduated response starts at the whole school level with universal provision as Quality First Teaching is the firm foundation of inclusive teaching for all learners.



Actions to take: Assess - Plan - Do - Review

Assess

Clear analysis is made of the pupil's needs based on:

- Views of the pupil and their family.
- Teacher assessments and observations.
- Pupil's current attainment.
- Pupil's previous progress and attainment.
- Tracking of progress and comparisons with national data
- Assessments by external agencies, if appropriate.

Plan

Following assessment, the teacher, SENCO, parent or carer and pupil, agree on a plan of action to include:

- Outcomes for the pupil expressed as SMART targets
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred, outcomes focussed and recorded.

Do

Each pupil, teacher and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff.
- Interventions linked to classroom teaching.

The SENCO supports teachers in the effective implementation of provision.

Review

The quality, effectiveness and impact of provision is evaluated by the review date:

- Evidence of impact is considered in conjunction with the planned outcomes.
- Information is shared with the pupil and their family.
- Everyone's views on progress are shared.

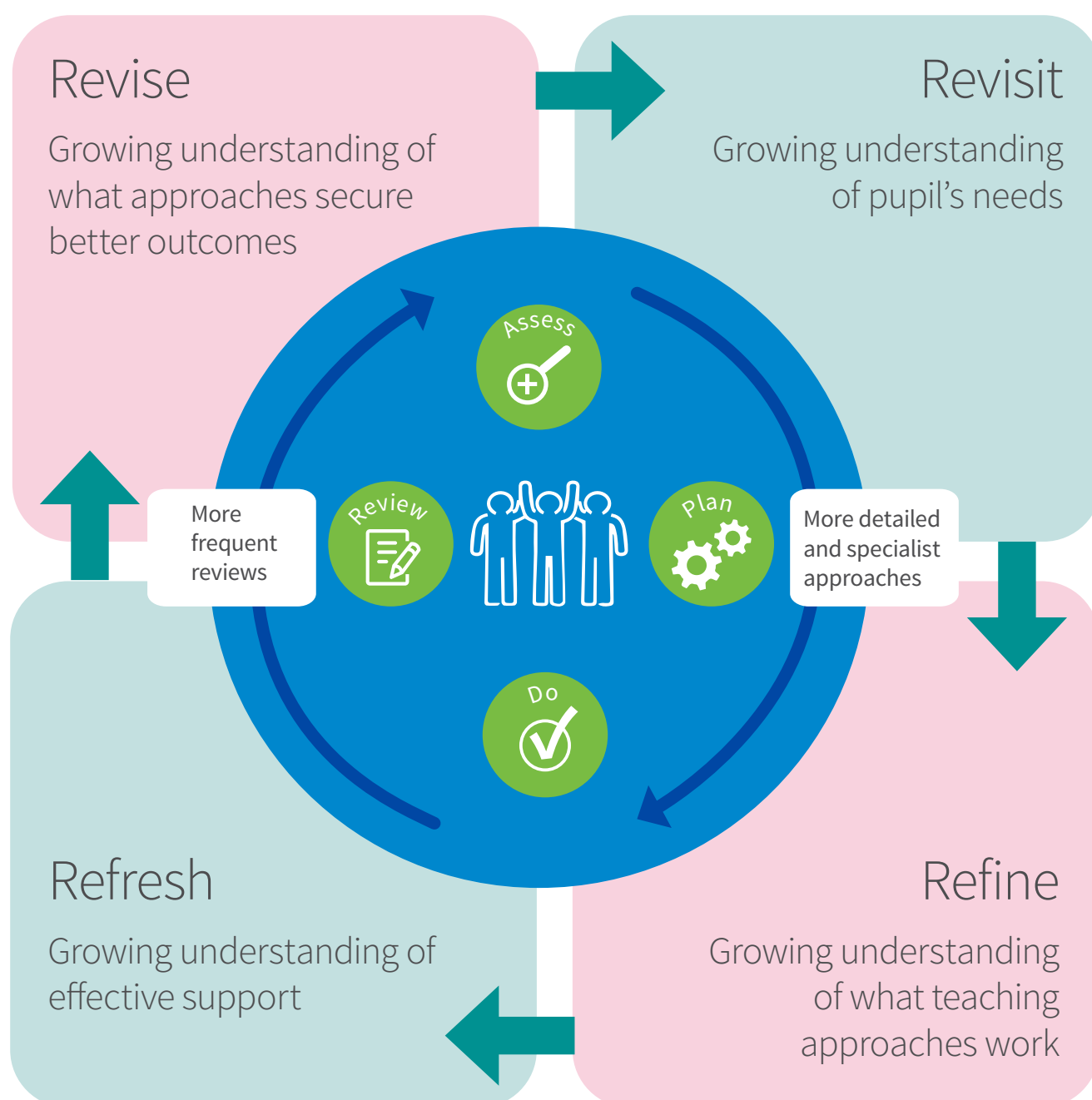
If the pupil still has an SEN the cycle then starts again at assess with the updated needs of the pupil. SMART outcomes must be agreed before planning a continuation of, or change to, the 'additional to and different from' provision taking account of all the learning to date.

There is an Assess, Plan, Do and Review grid at the back of this document which is an example of how school staff may record and evidence this process. This is also in the SEN File on the Cornwall Council website in Word format.

The Graduated Response

Assess, Plan, Do, Review Cycle

Effective, Inclusive Practice and Provision



Elements of high quality teaching and effective inclusive practice and provision will benefit all pupils, whether or not they have SEN. One example is visual timetables often recommended for pupils on the autistic spectrum they can benefit many, if not all, pupils in a class.

Effective, Inclusive Practice and Provision for all Pupils

Whole school universal

- Systems to be put in place for staff routinely to seek each pupil's view about their strengths and difficulties and adults concerns.
- Systems to be in place for staff regularly to seek the views of parents/carers about their children's needs and outcomes.
- Appropriate arrangements to be in place for assessment and planning of the environment to ensure access for all pupils.
- Clear plans for the use of support to achieve agreed outcomes.
- Effective internal communication and liaison arrangements between staff.
- Frequent consideration of pupil progress.
- Progress being recorded, tracked and judgements about whether appropriate through national curriculum and standardised assessments.
- Consideration of pupils' access to the curriculum and the learning environment, see accessibility advice at the end of this document.
- Policies of Equality of Opportunity to be in place.
- Risk assessments are undertaken as appropriate
- Whole school ethos which facilitates the development of self-esteem, confidence and independence.

In addition to whole school universal, some pupils will also require additional targeted support and provision:

- The setting has strategies in place to gather the pupils' views about their difficulties and the support approaches in place and needed.
- The setting to raise and discuss concerns with the pupil's family and involve them in planning support approaches.
- Close home-school links, so school staff are aware of changes in home circumstances that may impact progress.
- Liaison and consultation with external professionals and support services, where appropriate see information on the SEND Local Offer and SEN File on the Cornwall Council website.
- Where appropriate, external services contribute via consultation or specialist assessment, leading to a more specifically focussed plan.
- The Team around the Child need to agree SMART outcomes and how success will be measured.
- A range of assessments may be used as a baseline from which progress can be measured. There should be consideration of the pupil's development in comparison to their peers and their response to previous interventions.
- Clear plans are in place for the use of support to achieve agreed outcomes.

In addition to whole school universal, some pupils will also require additional targeted support and provision:

- A date is set for review.
- Interventions used are well founded and evidence based.
- A cycle of intervention should usually last a minimum of six weeks.
- A provision map which has a range of small group interventions available for the high incidence needs. The time-limited, pre-formulated interventions will include SMART targets
- Provision that is additional and different from that routinely available in school evidenced through clear costed, graduated plans and reviews

In addition to whole school universal and additional, targeted arrangements a few pupils will additionally require specialist individualised support and provision:

- Involvement from external support services e.g. Advisory Teacher, Educational Psychologist who assist in assessment and planning.
- Very close home-school liaison, so school staff are aware of changes in home circumstances.
- For some pupils a co-ordinated multi-agency plan is required.
- Following cycles of assess – plan – do – review a pupil may require a statutory assessment of their SEN which may lead to an EHC plan. Some pupils continue to receive support at SEN Support level appropriately throughout their school career.
- Consistently followed guidelines being in place for handing over information regarding individualised pupil needs at time of transition between classes and for changes to classroom personnel e.g. supply cover.



Guide to areas of need, intervention and specific support recommendations

Communication and Interaction

SEND Code of Practice

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others Code of Practice, p97.



Pupil Needs:

Communication and Interaction

Universal – All Pupils

All pupils need to be able to understand and use language effectively to access the curriculum and communicate with others.

Pupil's speech, language and communication competence is the foundation for all learning.

Many pupils will begin school with restricted speech, language and communication skills as a result of restricted opportunities and experiences or an emotional or social trauma. These pupils may have difficulties in listening and attention, processing and understanding language and may have a limited vocabulary, poor syntactic development and immature speech sounds.

These issues will cause difficulties in communicating their ideas, social interaction in the classroom and learning new skills and information.

Social and Communication needs.

Social Communication is on a continuum of need and many children and young people will display behaviours and characteristics including:

- impaired social interaction
- impaired verbal and non-verbal interaction
- restricted and repetitive behaviour
- highly focussed interests
- Sensory sensitivities.

For example, many pupils need advance notice of change whenever possible, clear expectations for work and behaviour, and opportunities to take part in structured activities. Many pupils own interests can dominate e.g. every topic gets back to motorbikes, and they may enjoy playing on their own.

These pupils may need short term support to develop their skills but it should not be assumed that they have special educational needs.

Targeted – Some Pupils

Some pupils may have communication and interaction difficulties which cannot be met by universal approaches over a sustained period of time.

Their difficulties may interfere with their ability to access the curriculum. They may also impact on their social, emotional and mental health.

Pupils with these difficulties may have a diagnosis such as Autistic Spectrum Condition, Developmental Language Disorder (DLD), Phonological Disorder, Developmental Verbal Dyspraxia (DVD) Dysfluency, Selective Mutism or Voice Disorder.

A pupil may:

- Fail to initiate or maintain conversations appropriately with adults or peers.
- Routinely have problems following group instructions as they do not recognise that group instructions apply to themselves.
- Only remember parts of instructions.
- Have limited understanding of everyday rules and conventions e.g. walking straight into staffroom.

- Misuse pronouns, irregular past tenses and plurals.
- Use very simplistic sentence structures.
- Appear to use quite complex language but are more limited in their understanding.
- Have continued immaturities in their sound system e.g. substituting a number of speech sounds.
- Lack skills to interact with peers successfully.
- Speak with an unusual intonation.
- Have interests that dominate to an extent that it becomes a barrier to communication with others.
- Spend 60% or more of their time in solitary play or work in class activities.
- Have sensory sensitivities.
- Demonstrate significant rigidity in routines.

These pupils will require:

A graduated approach which draws on increasingly detailed interventions and support approaches, and where appropriate specialist expertise, in successive cycles of assessment, planning, intervention and review; ensuring that the interventions match needs.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – a few pupils

A few pupils difficulties are longstanding and have not responded to evidence based interventions over time and progress has been less evident.

Difficulties are likely to have a considerable impact in one or more of the following areas:

- Ability to learn new skills.
- Access the curriculum.
- Social emotional and mental health.
- Relationships with others.

These pupils will require:

A personalised approach which draws on very detailed interventions and support involving ongoing monitoring by appropriate specialist professionals.

If a pupil, despite graduated cycles of assess, plan, do and review, does not make progress, consideration may need to be given to the appropriateness of requesting an EHC needs assessment.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website

Assess and Plan

Communication and Interaction

Universal – All Pupils

All pupils require:

- Systems to be in place for staff to routinely seek pupils' views about their strengths and difficulties and how they can be supported.
- Systems to be in place for staff to regularly seek the views of parents/carers about their child's communication and interaction skills.
- Appropriate arrangements to be in place for assessment of the classroom and school environment and the impact on pupils' communication. These should be reviewed at least annually.
- Routine assessment of pupils' progress with speaking and listening skills.
- Subject and class teachers to take account of access strategies and teaching styles when planning.

Targeted – Some Pupils

In addition to universal assessment and planning approaches, some pupils will require:

- The setting to gather the pupils' views about their difficulties and the support approaches to be put in place.
- The setting to raise and discuss concerns with the pupils' parents/carers and involve them in planning support approaches.
- Liaison and consultation with external professionals and support services where appropriate.
- Close home-school links, so school staff are aware of changes in home circumstances that may impact on progress.
- Health and social care professionals e.g. Paediatrician, Speech and Language Therapist, Children and Young People's Services may also be involved in assessment and planning.
- Where appropriate education support services may also contribute to developing an SEN support plan
- Both qualitative and quantitative measures may be used as a baseline from which progress can be judged.
- The teachers and the SENCO to establish a clear analysis of the pupils' needs.
- Consideration to be given to their development in comparison to their peers and their response to previous interventions.
- Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets.
- Where appropriate targets will be set in consultation with external professionals.
- For some pupils a coordinated, holistic multi-agency involvement will be required. This may involve a range of professionals including such as Cognition and Learning, Educational Psychology Service, Autistic Spectrum Team, Speech and Language Therapy Service, Social Care Teams and a range of health professionals and other support groups.
- Adults working with these pupils will have attended appropriate training.

Assessment suggests that difficulties in pupil's communication and interaction mean that they require additional and different provision.

Specialist – A Few Pupils

A few pupils' difficulties are severe and longstanding and may not respond to focussed and evidence based interventions over a period of time.

The severity of difficulties may have a considerable impact on pupils' ability to access the curriculum and their emotional and mental health and ability to develop positive social relationships with adults and peers.

These pupils will require:

A graduated approach which draws on very detailed interventions, support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review.

Do – Intervention and Support

Communication and Interaction

Universal – All Pupils

All pupils will require access to the following Intervention and Support approaches:

- Close home-school links so school staff are aware of any changes in home circumstances that may impact on learning and information is shared appropriately.
- Considering and understanding pupils learning styles and ensuring that this is reflected in the range of styles employed. E.g. multi-sensory.
- Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities.
- An appropriately differentiated curriculum to take account of individual needs.
- Personalised learning targets in agreement with the pupil where possible.
- Classroom and whole school environment modifications to take account of learning needs.
- Use of peer support systems across the school e.g. peer mediators and buddy systems.
- Classroom groupings and seating arrangements which are used to facilitate good communication and learning. This may include planned paired/group work and/or careful consideration of the physical environment.
- Focused small group support on a needs led basis.
- Opportunities outside taught time. E.g. homework group, lunchtime clubs etc.
- Special arrangements in place for testing and assessments when required.
- Peer and adult support.
- Teaching pupils thinking skills and social interaction skills and helping them to become aware of their own learning processes.

Targeted – Some Pupils

Some pupils may require the following intervention and support approaches in addition to universal provision.

- There should be appropriate modification to the classroom and whole school environment, including the provision of activities and a suitably supportive environment during break time and lunch time to meet the needs of pupils with communication difficulties.
- Additional adult support may be required at an individual level or within a small group to provide a range of interventions and support approaches e.g. Learning to take turns.
- Support approaches may include the use of additional ICT, strategies to reduce language demand, supporting instructions with the use of visuals, clear routines and specific opportunities to discuss and make explicit the links between different aspects of learning.
- Interventions may include the provision of individual or group work targeting the development of specific language, communication and speech skills such as vocabulary, syntax, reasoning, phonological awareness, speech sounds, social interaction and dysfluency.
- Individual arrangements made for seating and groupings to meet individual needs e.g. sensory sensitivities.
- Pupil and parent involvement in developing a teaching program.
- Access to Autism Champion for advice and guidance as appropriate.
- Flexible use of adult support.
- Explicit teaching of particular social concepts e.g. how to wait in a queue.
- Preparation and planning to support changes in routine or response to potential triggers e.g. supply staff, visitors to the school or special events such as when routines change around Christmas.
- Visual strategies to support understanding eg. the use of symbols in individual visual timetables, cue card prompts, sequencing strips. Further visual support strategies may include flow charts, social stories or comic strip cartoons.
- Increasing differentiation of learning tasks at both the input and output level.
- Simplification of learning resources.

Specialist – A Few Pupils

A few pupils may require a very highly modified learning environment to meet their individual needs in addition to access to universal and targeted provision.

- A high level of adult attention may be required to provide:
- A highly structured and individualised learning program across the school week. This may include the use of individual visual timetables using photo's or symbols, task management boards and key word signing alongside the use of very simple language to support pupils' understanding.
- Pupils' expressive communication may need to be supported through the use of alternative and augmentative communication systems to enable them to interact with both their learning and their peers. These may include systems such as key word signing, choosing boards, the Picture Exchange Communication System (PECS) Core board or PODD (Pragmatic Organisation Dynamic Display), books. Some pupils may require communication aids such as tablets or bespoke communication aids.
- A high level of care and supervision.
- A secure, structured learning environment including access to appropriate social communication opportunities.
- Access to a learning environment where the social demand is less than in the typical mainstream classroom for part of the school day.

Review - Evaluating Progress

Communication and Interaction

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carer. This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Some pupils may require the following intervention and support approaches in addition to universal provision.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards planned outcomes and targets. If targets are not met, strategies/ resources should be changed or targets amended. Where targets are met consideration can be given to whether continued adjustment of targets is appropriate or whether support arrangements can be reviewed.

Parents/carers should always be invited in the review of the pupil's progress.

Pupil views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupil should be kept and available as needed.

Where appropriate reviews should involve input from external professionals involved with the pupil e.g. Cognitive and Learning, Physical and Medical Needs Advisors as well as Educational Psychologists and Speech and Language Therapists.

In evaluating the progress that has been made the pupil may:

- No longer need SEN provision and their needs will be met from universal approaches.
- or
- Continue to need SEN provision as needs cannot be met from universal approaches.
- or
- Need more personalised support.

Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards planned outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced. Achieving targets may also mean that targets can be adjusted and/ or arrangements reviewed.

Parents/carers should always be invited to a review of the pupil's progress.

Pupil views must always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In evaluating the progress that has been made the pupil may:

- No longer need such intensive special educational provision and needs will be met from targeted and/ or universal approaches.
- or
- Continue to need intensive special educational provision as needs cannot be met from targeted approaches.
- or
- Need more intensive, personalised special educational provision

Cognition and Learning

SEND Code of Practice

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and

multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia, Code of Practice p97.

Cognition and Learning

Universal – All Pupils

Many pupils show a slower rate of progress than their peers.

This could be due to a range of factors for example developmental delay or the impact of life events. Often their rate of progress will increase over time through high quality teaching and in-class support.

It should not be assumed that these pupils have SEN.

Some pupils' needs cannot be met by adapting universal provision. These pupils require additional and/or different provision and can be described as having SEN.

Targeted – Some Pupils

Some pupils' cognition and learning needs cannot be met by universal provision over a sustained period of time and require more targeted support. These children and young people can be described as having either general or specific learning difficulties.

General learning difficulties

Pupils with general learning difficulties attain significantly below expected levels across the majority of the curriculum, despite appropriate interventions, and may have difficulty with:

- Understanding concepts
- Problem solving
- Retaining information
- Acquiring and retaining a broad range of skills including literacy and numeracy skills
- Working memory
- Concentration
- Communication
- Planning and organisation
- Social skills

Specific learning difficulties

Pupils with specific learning difficulties achieve well in many areas of the curriculum but have difficulties in one or more specific areas e.g. mathematics or literacy.

This can be due to difficulties with:

- Working memory
- Word retrieval
- Phonological awareness
- Visual stress
- Slow visual and auditory processing
- Sensory or physical needs

These pupils will require a graduated approach which draws on:

- Increasingly personalised learning, interventions and support
- Information from appropriate specialists such as an Educational Psychologist and the Cognition and Learning Service
- Successive cycles of assess, plan, do and review which ensure that the evidence based interventions match needs.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – A Few Pupils

A few pupils do not respond to targeted support delivered over a sustained period of time and require more specialised intervention and provision.

These pupils' learning difficulties range from moderate to severe, complex and profound and their needs will impact on all areas of the curriculum.

Pupils may have difficulties with:

- Mobility
- Co-ordination
- Communication
- Perception
- The acquisition of self- help skills
- Independence

Pupils with profound and multiple learning difficulties (PMLD) also have:

- Severe and complex learning difficulties
- Significant other difficulties such as a physical disability and/or a sensory impairment.

At the specialist level pupils will require a graduated approach which involves:

- Very detailed and personalised interventions and support approaches
- Increased involvement of people with appropriate specialist expertise
- Successive cycles of assessment, planning, intervention and review which ensure that interventions match needs.

If a pupil, despite sustained cycles of assess, plan, do and review, does not make progress consideration may need to be given to requesting an EHC needs assessment.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website

Assess and plan

Cognition and Learning

Universal – All Pupils

All pupils require:

- Support to evaluate their own performance.
- Regular and rigorous assessment including self-assessment to inform personalised learning targets.

Schools must ensure that:

- Classroom practice and the school environment are inclusive and are reviewed on a regular basis meeting taking account of the Equality Act 2010.
- There are very close home-school links, so schools are aware of changes in home circumstances that may impact on learning.
- There is a whole school target setting, tracking and review process.
- Systems are in place for staff to routinely seek pupil views about their progress with learning.
- Systems are in place for staff to regularly seek parent/carer views about their child's progress with learning.

Targeted – Some Pupils

In addition to universal assessment and planning approaches, some pupils will require:

- Additional opportunities to give their views about their needs and the support strategies to be put in place through person centred approaches, such as pupil conferencing, person centred planning and the use of 'one page profiles'.

School staff need to:

- Raise and discuss concerns with the pupils' parents/carers and work in
- Ensure that the teachers, in consultation with the SENCO, establish a clear analysis of the learning needs of their pupils.
- Use additional qualitative and quantitative measures as a baseline from which progress can be judged.
- Ensure that continuous assessment and curriculum assessment is supplemented by standardised diagnostic tests where relevant.
- Review and evaluate interventions, using pre and post measures to determine the impact that these have had on their pupils.
- Explore other evidence based interventions if those implemented are not making a difference.
- Liaise and consult with external professionals e.g. SEN Support Services (Cognition and Learning, Communication and Interaction, Physical and Medical Needs Advisers) as well as Educational Psychologists and other support services where appropriate.

A graduated approach will enable schools to produce a more specific and focused intervention plan which includes expected long term outcomes and short term SMART targets. Schools need to detail the child or young person's cognition and learning needs that have been identified as well as the pupil's current level of attainment.

Specialist – A Few Pupils

In addition to universal and targeted assessment and planning approaches a few pupils will require:

- Additional specialist assessments in order to contribute to a specific and focussed SEN support plan or EHCP.
- Frequent and detailed quantitative and qualitative measures used to measure progress.
- Further opportunities to share their views such as through visual/non-verbal tools.

Do – Intervention and Support

Cognition and Learning

Universal – All Pupils

All pupils require access to the following universal support approaches:

- Close home-school links so that:
 - school staff are aware of any changes in home circumstances that may impact on learning and
 - parents know and understand how children are being supported in school.
 - An appropriately differentiated curriculum which takes account of individual needs.
 - Classroom groupings and seating arrangements that facilitate learning.
 - Careful consideration is given to the language used in the classroom so all children understand.
 - Proactive and motivational language is used.
 - Metacognition is used to develop pupils' thinking skills and independent learning.
 - Whole school environment is adapted to take account of learning needs e.g. illustrated signs and labelling.
-
- Classroom environments are positive, inclusive and supportive with a range of resources to support learning such as:
 - topic word lists appropriately placed on walls
 - illustrated key word mats on desks
 - coloured overlays
 - white boards and coloured pens
 - highlighter pens
 - pencil grips
 - concrete materials/manipulatives for maths.
 - A range of teaching approaches are used to support learning.
 - Multi-sensory teaching and learning is used across the curriculum.
 - A range of IT tools are used on a regular basis such as cameras, video cameras, dictaphones, laptops and tablets.
 - Pictorial, concrete and practical materials are available.
 - Tools to support and scaffold learning are available e.g. topic word mats, writing frames and story maps.

Targeted – Some Pupils

Some pupils may require the following additional intervention and support approaches:

- Increasingly individualised curriculum which remains similar to that followed by the majority of pupils and supports the specific learning objectives the pupil.
 - An extended opportunity to learn through play based curriculum for some pupils.
 - Specific differentiation of activities and materials e.g. practical learning experiences and readability of text to support the pupil's needs.
 - Individual pupil's interests and preferences are considered and how teaching can support these through personalised learning.
 - Situations are created where children can learn from positive role models.
 - Individual arrangements for seating and groupings including access to quiet areas where appropriate to support pupils learning needs.
 - Adult support is carefully provided to ensure it facilitates independent learning through scaffolding, prompting, clueing and modeling making the use of evidence that supports best practice such as that provided by the Education Endowment Foundation.
 - Pupils are cued into learning as appropriate such as through the use of their name before giving instructions and/or using visual cues/ prompts.
 - Pupils are supported to understand ideas, concepts and experiences when they cannot be gain information through first hand sensory or physical experiences.
 - Alternative methods for recording are encouraged e.g. mind-mapping, cloze procedure, writing frames, word processing and voice recognition.
 - Pupils are encouraged to plan, record and revise through the use of mnemonics, mindmaps, post-its, talking tins, iPads/tablets/chrome books.
 - The use of visual timetables, 'now and next' and 'task management' boards ensure tasks are understood and can be completed.
 - Coloured paper and appropriate font type and size are available for those with visual stress.
 - Pupils are not expected to listen and write at the same time.
 - Learning/movement breaks are built in for pupils as appropriate such as to support with concentration or sensory processing needs.
 - Explicit teaching is used to help to connect and generalise concepts.
 - Opportunities are created for pre-learning of concepts and vocabulary.
 - Pupils are given time to process, understand and respond to information and are able to work at their own pace.
 - Opportunities are made for over learning and repetition e.g. little and often.
 - Instructions are given in short chunks, supported by visuals when appropriate with staff routinely check for understanding.
 - Study skills are specifically taught.
 - Pupils are supported in explicit self-monitoring and progress feedback.
 - Laptops/iPads/tablets/chrome books available for recording, reading and investigation.
 - Support is given in developing and speeding up key board skills.
 - IT tool such as cameras, video cameras, dictaphones, laptops and tablets are available.
 - Individual and/or small groups follow highly structured evidence based programmes which:
 - o are based on individual needs
 - o are multisensory, cumulative, reinforcing and time limited
 - o reviewed on a regular basis using pre and post assessment measures
 - o enable learnt skills to be transferred to the classroom
 - o delivered by suitably trained adults.
- e.g. interventions to support and develop, working memory, numeracy, phonological awareness, phonics, sight words (precision teaching) and comprehension.

Specialist – A Few Pupils

A few pupils may require a very highly modified learning environment to meet their individual needs:

- A high level of care and support.
- A secure, structured and safe learning environment with opportunities to develop independence.
- The explicit teaching of independent learning skills through the provision of learning tools such as of ICT, visual timetables/prompts, alternative methods of recording e.g. mind mapping, voice recognition software.
- Evidence based interventions offering a highly structured and individualised learning programme which has been devised through the support of specialists and are regularly monitored and reviewed.
- Daily home school liaison which is supported through the use of a home-school book which includes visuals/photos where appropriate (separate book to log medical information).

Review - Evaluating Progress

Communication and Interaction

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carer. This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Reviews of progress should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards planned outcomes. If outcomes are not met, strategies/ resources should be changed or outcomes reduced. If outcomes are achieved then new outcomes are agreed.

Parents/carers should **always** be invited in the review of the pupil's progress.

Pupil views should **always** be sought as part of the review process.

Records of steps taken to meet the needs of individual pupil should be kept and made available when needed.

Where appropriate, reviews should involve input from external professionals involved with the pupil e.g. SEN Support Services - Cognition and Learning, Communication and Interaction, Physical and Medical Needs Advisors as well as Educational Psychologists, Speech and Language Therapists etc.

When evaluating the progress that has been made the pupil may:

- no longer need SEN provision and their needs will be met through universal provision.

or

- continue to need SEN provision as their needs cannot be met through universal provision.

or

- require more personalised support.

Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews should feed into the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.

Parents/carers should **always** be invited to a review of the pupil's progress.

Pupil views should **always** be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In analysing the progress that has been made the pupil may:

- No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches.

or

- Continue to need intensive special educational provision as needs cannot be met from targeted approaches.

or

- Need more intensive, personalised special educational provision.



Social, emotional and mental health difficulties

SEND Code of Practice

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

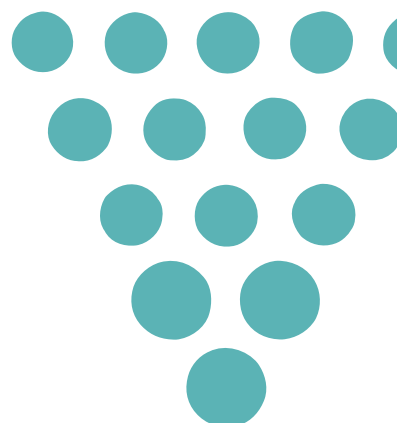
6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section at the end of the guidance, SEND Code of Practice, p98.

What is usual and appropriate in Social Emotional and Mental Health?

It is particularly important when identifying social, emotional and mental health needs that school staff identify unmet special educational needs such as a learning need that may result in a Social, Emotional and Mental Health (SEMH) need. Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child, family, or to their community or life events so assessment of SEMH should be considered alongside other information known about the child/

family in order to assess SEMH needs holistically. For example one group where there is a high incidence of SEMH needs is Children in Care.

It is recommended that when using this section school staff should be mindful of the extent to which environmental and familial factors may influence the social, emotional and mental health of pupils.



Social, Emotional and Mental Health

Universal – All Pupils

Many pupils may periodically display behaviours as a result of social emotional and mental health difficulties such as:

- Difficulty remaining on task.
- Seeking frequent adult support.
- Failure to make the progress anticipated across many areas of the curriculum.
- Showing signs of frustration and early indications of disaffection or disillusion.
- Difficulty in making and maintaining healthy relationships with peers.
- Presenting as withdrawn or anxious.
- Difficulty remaining on task.
- Regular attendance issues.

This may mean they need some short term support but it should not be assumed that a pupil has special educational needs.

Targeted – Some Pupils

Some pupils' social emotional and mental health difficulties cannot be met by universal whole school or class approaches.

These difficulties are sustained over a period of time. The intensity and frequency of the presenting behaviour may increase.

They may include:

- Increasing disturbances during lessons.
- Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks.
- Being uncooperative or defiant.
- Increasing inability to follow instructions and routines.
- Presenting as significantly unhappy or stressed.
- Having difficulty in building and maintaining relationships
- Not yet having learnt, or needing additional adult support for, self- regulation.
- Difficulty in building and maintaining relationships.

The social, emotional and mental health needs may be disrupting the pupils progress with learning or the learning of others.

Pupils will require a graduated approach which draws on:

- Increasingly personalised learning, detailed interventions and support.
- Information and advice from appropriate specialists such as Educational Psychologist.
- Successive cycles of assess, plan, do and review which ensure that the evidence based interventions match needs.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – A Few Pupils

A few pupils will also require a specialised approach which draws on very robust interventions. Difficulties experienced by pupils are sustained consistently over a period of time despite intervention and may include:

- Being extremely withdrawn or self-harming or displaying anxious behaviours.
- Presenting a serious threat to their own or other's safety.
- Presenting with particularly challenging, uncooperative, destructive and disruptive behaviours.
- Significant physical and verbal aggression or sexually inappropriate behaviour towards peers and or adults.
- Persistent non-compliance.
- Emotionally based school refusal.

If a pupil, despite graduated cycles of assess, plan, do and review, does not make progress consideration may need to be given to the appropriateness of requesting an EHC needs assessment.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website

Assess and plan

Social, Emotional and Mental Health

Universal – All Pupils

All pupils require:

- School leadership and management that supports and champions efforts to promote emotional health and wellbeing and fostering positive relationships.
- Quality first teaching which is rigorously quality assured by Senior Leaders.
- Curriculum teaching and learning to promote resilience and support social and emotional learning.
- A whole school behaviour policy which sets out the way the school promotes positive social emotional and mental health factoring in reasonable adjustments and adaptations according to individual need.
- Whole staff are trained to recognise the importance of staff and pupil wellbeing and support the development of pupils' social emotional and mental health.
- Appropriate whole school policies which set out the school's approach to pastoral support and developing the emotional wellbeing and resilience of pupils e.g. Citizenship programmes, anti-bullying approaches.
- Health and safety policies and the completion of appropriate risk assessments.

Targeted – Some Pupils

In addition to universal assessment and planning approaches, some pupils will require:

- For some pupils it will be important to work particularly closely with the pupil and parents/carers to gather additional information about the pupils SEMH needs and the impact on their ability to access the curriculum.
- Baseline measures/ assessment tools of social and emotional functioning such as Boxall Profile, Thrive, SDQ, Leuven Scale and/ or ABC logging (antecedent, behaviour, consequences), should be undertaken to assess levels and type of need.
- Liaison with external professionals and support services where appropriate, with parental consent.
- Health professionals such as the school nurse, paediatrician, CAMHS may also be involved in assessment and planning as well as colleagues from social care.
- Staff should be trained to implement short term interventions to secure improved progress which enables pupils to benefit from whole class teaching to promote social development.
- Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged.
- Measures should also be made of the impact of the child's difficulties on their ability to access the curriculum.

Specialist – A Few Pupils

A few pupils' difficulties are severe and longstanding and may not respond to focused and evidence based interventions over a period of time.

Some pupils require a coordinated Multi Agency Plan. This may include education, health and social care services and other community and voluntary sector groups.

Do – Intervention and Support

Social, Emotional and Mental Health

Universal – All Pupils

All pupils require access to:

- Positive relationships with staff and others within the school community.
- Personalised learning targets.
- Environmental adaptations to keep children safe e.g. high handles on doors or quiet space pupils can access when they are finding it difficult to regulate their emotions.
- Effective seating plans are used.
- Consistent behaviour management by all staff, especially regular reinforcement of positive behaviours.
- Meaningful system of rewards and sanctions in the classroom.
- Appropriate differentiation of the curriculum to ensure that pupils are motivated to learn, minimising social emotional and behavioural difficulties.
- Class and school mediation strategies.
- Positive behaviour management strategies.
- A range of opportunities for social and emotional development such as buddy systems, friendship strategies, circle time.
- Social Emotional Learning programmes such as SEAL.
- Flexible approaches to a range of different behaviours.
- Time out /quiet areas are in place and they are used effectively.

- Opportunities for physical activity such as participating in Forest Schools and outdoor learning.
- Use of choice and motivation.
- Supportive peer systems.
- Structured routines and clear guidelines.
- Self-regulation techniques are taught and their implementation is supported e.g. calming strategies, anger management techniques.
- Visual prompts for positive behaviours. Reward chart/system. Whole school development with positive intervention strategies.
- Staff coaching to build confidence.
- Clear and regular communication with parent/carer.

Targeted – Some Pupils

Some pupils may require the following additional intervention and support approaches:

- Access to programmes that support and develop social and emotional learning such as Thrive, SEAL small group work, pupil coaching or peer mentoring.
- A personalised curriculum and structured activities at different points in the week.
- Adaptations to the learning environment and timetable to reflect and support the needs.
- Break time programmes, social skills groups, Circle of Friends, calming time at the beginning of the school day or at a point of transition e.g. after lunch break, Forest schools and outdoor learning.

Sensitive use of additional support from peers, older pupils or adults to:

- Build a positive and supportive relationship.
- Promote participation and engagement.
- Support learning behaviours by modelling and mediated learning.
- Promote independence skills and develop social inclusion.
- Use of advocacy to promote independence skills.
- Directed, supported, positive arrangements for breaktimes and lunchtimes and completion of risk assessments across learning environment.

Specialist – A Few Pupils

A few pupils may require a very highly modified learning environment to meet their individual needs:

A highly modified learning environment to meet the needs of the individual pupil.

A high level of adult support may be required to provide:

- A highly structured SEN support plan.
- A high level of care and supervision. Individual programmes used to develop social and emotional skills throughout the school day.
- Staff trained and skilled in supporting pupils with challenging behaviour.
- Access to an identified key adult(s).
- An emphasis on social emotional learning.
- Directed, supported, positive arrangements for break and lunchtimes.
- Small group interventions.
- Interventions such as art/play/ music therapeutic approaches as advised by Health colleagues.
- Counselling.

Review - Evaluating Progress

Social, Emotional and Mental Health

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carer. This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Reviews of progress should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced. Achieving targets may also mean that arrangements and targets would be adjusted.

Parents/carers should **always** be invited in the review of the pupil's progress.

Pupil views should **always** be sought as part of the review process.

Records of steps taken to meet the needs of individual pupil should be kept and available as needed.

Where appropriate reviews should involve input from external professionals involved with the pupil e.g. Cognitive and Learning, Communication and Interaction, Physical and Medical Needs Advisors as well as Educational Psychologist, Speech and Language Therapist.

In analysing the progress that has been made the pupil may:

No longer need SEN provision and their needs will be met from universal approaches.

Continue to need SEN provision as needs cannot be met from universal approaches

Need more personalised support.

Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews should feed into the assessment process and should be fully recorded

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.

Parents/carers should **always** be involved in the review of the pupil's progress.

Pupil's views should **always** be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In analysing the progress that has been made the pupil may:

No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches.

Continue to need intensive special educational provision as needs cannot be met from targeted approaches.

Need more intensive, personalised special educational provision.

Sensory and/or physical needs

For clarity, and to support ease of use, sensory and/or physical needs from the SEND Code of Practice will be separated in this document into:

- Hearing
- Vision
- Physical and medical needs

SEND Code of Practice

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support

and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section at the end of the guidance). (COP, page 98)

Pupil Needs:

Sensory and/or physical needs: Hearing

Universal – All Pupils

Many pupils have some degree of hearing loss at some point in their school years, particularly at primary age.

This may affect one or both ears, be temporary or permanent, or may be fluctuating in nature.

As a result they may:

- Have difficulty focusing and listening.
- Misspeak information.
- Misunderstand social situations.
- Have poor phonological awareness.
- Have difficulty processing or remembering new information, vocabulary and language.
- May require hearing aid(s).

This may mean pupils need some short-term support, but it should not be assumed that they have special educational needs.

The type, degree and diagnosis of hearing loss for any young person should be confirmed through appropriate medical services – Audiology and/or Ear Nose and Throat (ENT) services. Since hearing loss (particularly in young children) can fluctuate or change over time, close liaison should be maintained with the relevant medical services. Changes to hearing levels can significantly affect a child's level of need related to their hearing loss. Appropriately prescribed assistive hearing devices should remain under regular review by the relevant medical teams. Consistent use of the prescribed assistive hearing devices can significantly reduce the impact of the hearing loss, and therefore the resultant educational need of the child / young person –this should remain under constant review on an individual basis.

Targeted – Some Pupils

Some pupils hearing needs cannot be met by universal approaches over a sustained period of time:

Difficulties may show themselves as :

- Difficulties listening at a distance of more than 2 metres, they may or may not have hearing aids/ cochlear implants.
- Frustrations and anxieties following regular communication breakdown – speech may be unclear to an unfamiliar listener; and mis-hearing will occur on a frequent basis.
- Difficulties with language related topics and in understanding new/complex concepts.
- Tendencies to withdraw from social situations and difficulties maintaining friendships or understanding some social expectations –social immaturity.
- Tendencies to rely on peers or visual cues and additional strategies to cue into expected responses and to follow routines.
- Frustrations and anxieties related to understanding or accepting the hearing loss and its implications.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – A Few Pupils

A few pupils hearing needs cannot be met by universal or targeted interventions and support approaches alone. In these cases their hearing difficulties are long term and may significantly impact on:

- Language and communication development – receptive and expressive communication is delayed in structure (grammar) and content (vocabulary).
- Acquisition and development of literacy skills such as difficulties with decoding in reading, poor inferencing skills, minimal phonological awareness and poor grammatical structure.
- Ability to communicate effectively and independently in the classroom, or at social times.
- Ability to follow classroom instruction.
- Educational progress, not achieving expected levels across the curriculum, particularly in language based subjects.
- Ability to form friendships or understand social expectations.

These pupils may require a higher level of adult support / intervention in order to follow classroom routines and learning and rely on use of sign language or other form of visual communication.

Pupils may require a highly personalised approach which draws on very detailed interventions and support involving ongoing monitoring by appropriate specialist professionals.

If a pupil, despite graduated cycles of assess, plan, do and review, does not make progress consideration may need to be given to the appropriateness of requesting an EHC needs assessment.

Most pupils with hearing loss requiring an EHC needs assessment are identified through close liaison between the school, family, medical and education support services.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website

Assess and plan

Sensory and/or physical needs: Hearing

Universal – All Pupils

All pupils require:

- Systems in place for staff to be able to seek the views of parents/carers about their child's hearing needs.
- Appropriate whole school policies for supporting children and young people with hearing needs.
- Use of the accessibility audit tool for reviewing whole school and individual classroom settings suitability for students with a hearing loss, with accessibility planning built into whole school policies.
- Internal assessment and review of classroom and school environments to ensure that they are 'listening for learning' friendly.
- Whole school awareness of the implications of hearing loss for a pupil, and for use of appropriate strategies which facilitate the inclusion of pupils with hearing loss.
- Health and safety risk assessments being in place for educational activities on and off site, to include the needs of individual pupils within the group.

Consistently followed guidelines in place for handing over information regarding individualised pupil needs at time of transition between schools, classes and when there are changes to classroom personnel e.g. supply cover.

Targeted – Some Pupils

In addition to universal assessment and planning approaches, some pupils will require:

- Curriculum assessments that are supplemented by diagnostic tests
- Assessments and observations by subject / class teacher and SENCO to review curriculum access, attainment and pupils' ability to participate or engage in social activities at an expected level.
- A Teacher of the Deaf to undertake specific audiological or language assessments to determine needs for example: linguistic interventions, learning strategies and/or additional audiological equipment e.g. radio aid or soundfield
- Bespoke training delivered by the Hearing Support Team enabling staff to meet the individual needs of pupils.
- Liaison and consultation with external agencies e.g. Early Support /Team Around the Child meetings.
- Access arrangements identified and applied for internal and external examinations.

Specialist – A Few Pupils

In addition to universal and targeted assessment and planning approaches a few pupils will require:

- Additional specialist assessments in order to contribute to a specific and focussed SEN Support plan – these may be from a Teacher of the Deaf or Specialist Speech and Language Therapist; or medical services, such as an Audiologist or Ear Nose and Throat (ENT) Consultant.
- Rigorous quantitative and qualitative measures used as a baseline from which progress can be measured.
- Additional support for language and communication skills (including literacy).
- Additional support to access to the curriculum.
- Additional support to develop social and emotional skills

Do – Intervention and Support

Sensory and/or physical needs: Hearing

Universal – All Pupils

All pupils require access to:

- Appropriate whole school listening environment e.g. active strategies in place to minimise background noise; seating arranged in order to see and hear the teacher and access spoken information; good lighting; control of pupil voice levels in a working environment.
- Curriculum differentiation that takes account of individual pupil needs.
- Personalised learning goals.
- Frequent and sensitive monitoring of a pupils' understanding
- Repetition of contributions from others when required.
- Use of clear and precise instruction, with repetition and review of information and instructions built in naturally to delivery.

Targeted – Some Pupils

Some pupils may require the following additional intervention and support approaches:

- Involvement of a Teacher of the Deaf for one off or occasional advice (e.g. during a pupil's transition or if a pupil's hearing needs change), training and management of specialist equipment.
- Specific targeted interventions for the development of listening, language and communication skills.
- Appropriate differentiation of oral and written language activities and materials which take into consideration Hearing Impairment.
- Access to additional teaching in small groups or on an individual basis.
- Use of a range of visual cues to support learning.
- Additional time for processing information / response to questions on a needs led basis.
- Cueing a pupil in to who is talking or when there is a change of topic.
- Provision of additional written resource materials to support visual presentations, e.g. summaries or transcripts of DVDs; use of subtitles; provision of a paper version of PowerPoint presentation.
- Pre-teaching of subject based concepts and vocabulary.
- Support with checking and maintaining audiological equipment e.g. radio systems; soundfield systems.
- Effective and consistent use of required audiological systems throughout the day with training delivered by a Teacher of the Deaf as required.
- Use of relevant IT hardware and software
- Support to join access and participate in extracurricular activities, and the wider school community.
- Access arrangements may be required for examinations, and therefore need to be in place as regular practice.

Specialist – A Few Pupils

In addition to the intervention and support approaches put in place at the universal and targeted level a few pupils may require:

- Regular input from a Teacher of the Deaf (frequency is determined through use of The National Sensory Impairment Partnership (NATSIP) guidance) – for direct teaching; in class support; advice and training to school staff; contribution to any multi-agency involvement; liaison with parents/carers; specialised assessments.
- Highly structured and individualised programmes and interventions to support learning throughout the day and across the curriculum.
- High levels of adult support for delivery of a specialist programme of support on an individual basis for developing:
 - o Listening and attention
 - o language
 - o communication skills (this may be oral, or in sign language or an alternative augmentative communication method). Monitored and reviewed through SEN Education Support Services, for example a Teacher of the Deaf or Specialist Speech and Language Therapist
- Support and intervention to develop social skills awareness, including hearing and deaf awareness. This may include opportunities to meet other young people with a hearing loss.

British Sign Language (BSL)/ communication support from staff with BSL Level 2 or above (as appropriate to individual communication styles / needs). For students using BSL as their preferred language, then support staff should have a minimum of BSL Level 3.

Review - Evaluating Progress

Sensory and/or physical needs: Hearing

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carers. This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Reviews of progress should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced. Achieving targets may also mean that arrangements and targets would be adjusted.

Parents/carers should always be invited in the review of the pupil's progress.

Pupil views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils and the impact that these steps have had should be kept and available as needed.

Where appropriate reviews should involve input from external professionals involved with the pupil e.g. Cognition and Learning, Communication and Interaction, Physical and Medical Needs Advisors as well as Educational Psychologists, Speech and Language Therapists.

In analysing the progress that has been made the pupil may:

- No longer need SEN provision and their needs will be met from universal approaches.
- or
- Continue to need SEN provision at SEN Support level as needs cannot be met from universal approaches.
- or
- Need more personalised support.

Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.

Parents/carers should always be involved in the review of the pupil's progress.

Pupil's views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils and the impact that these steps have had should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In evaluating the progress that has been made the pupil may:

- No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches.

or

- Continue to need intensive special educational provision as needs cannot be met from targeted approaches.

or

- Need more intensive, personalised special educational provision.

Pupil Needs:

Sensory and/or physical needs: Vision

Universal – All Pupils

Most pupils' visual needs will be met by universal approaches.

Some pupils may have visual impairments identified by medical practitioners. Visual impairments take many forms and have widely differing implications for educational provision. Many pupils wear glasses or contact lenses and there will be pupils who might have limited vision in one eye. They may need certain adaptations to support their access but this does not represent in itself a special educational need.

Targeted – Some Pupils

Some pupils' visual needs cannot be met by universal approaches over a sustained period of time.

Difficulties may be demonstrated on pupils:

- Ability to access the curriculum.
- Ability to develop self-help strategies.
- Social and emotional learning and development..

They may have:

- Assessed moderate vision loss, that cannot be corrected, or be registered sight impaired by an Ophthalmologist.
- Acuities between 6/19 and 6/36 Snellen/Kays (LogMAR 0.5-0.78).
- Near vision which means they can access print between N18 and N36.
- A diagnosed eye condition.
- A diagnosis of 'cerebral visual impairment' by an Ophthalmologist.

These pupils will require a graduated approach which involves:

Increasingly detailed interventions and support approaches and where appropriate specialist expertise. Successive cycles of assessment, planning, intervention and review which ensures that interventions match needs.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – A Few Pupils

A few pupils visual needs cannot be met by universal or targeted interventions and support approaches alone. In these cases their vision difficulties are long term.

These pupils will have a severe/profound sight loss. They are usually registered Severely Sight Impaired or Sight Impaired by an Ophthalmologist.

They may have:

- Significantly reduced visual acuity between 6/36 Snellen/ Kay (LogMAR 0.8) and less than 6/120 Kay/ Snellen (LogMAR 1.32+).
- Near vision, which means they, can access print larger than N36 or have no visual access to print.
- Disturbed fields of vision.
- A deteriorating or progressive eye condition.
- Other diagnosed eye conditions
- All of these will have been diagnosed by an Ophthalmologist.

These pupils may require a personalised approach which draws on very detailed interventions and support involving ongoing monitoring by appropriate specialist professionals.

If a pupil, despite graduated cycles of assess, plan, do and review, does not make progress consideration may need to be given to the appropriateness of requesting an EHC needs assessment.

Most pupils with a vision loss requiring an EHC needs assessment are identified through close liaison with school, parent/carer, medical and education support services.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website

Assess and plan

Sensory and/or physical needs: Vision

Universal – All Pupils

All pupils require:

- Systems in place for staff to be able to seek information about a pupil's visual needs/concerns in order to identify their learning needs.
- Systems in place for staff to be able to seek the views of parents/carers about their child's visual needs.
- Appropriate whole school policies for supporting pupils with visual needs.
- Use of the accessibility audit tool for reviewing whole school and individual classroom settings suitability for pupils with a vision loss, with accessibility planning built into whole school policies.
- Whole school awareness of the implications of a vision loss for a pupil, and for use of appropriate strategies which facilitate the inclusion of pupils with a vision loss.
- Health and safety risk assessments to be in place for educational activities on and off site, to include the needs of individual pupils within the group.
- Consistently followed guidelines in place for handing over of information regarding individualised pupil needs at time of transition between classes and for changes to classroom personnel, e.g. supply teacher cover.

If concerns are raised about a visual impairment, medical advice from universal services should be sought e.g. GP, Health Visitor, optician.

Targeted – Some Pupils

In addition to universal assessment and planning approaches, some pupils will require:

- Schools working in partnership with pupils and parents/carers through clear costed graduated plans and reviews.
- Assessments and observations by subject / class teacher and SENCO undertaken to review curriculum access and attainment and ability to participate or engage in social activities at an expected level.
- A qualified Teacher of the Visually Impaired to undertake specific assessments to determine needs for example: low vision aids or assistive technology; and learning strategies.
- A functional visual assessment, carried out by the Vision Support Team and used in association with medical advice to inform school staff of pupil's needs.

Regular assessments and monitoring of use of assistive and access technology using the bespoke Cornwall Vision Support Team ICT package by a member of the Vision Support Team.

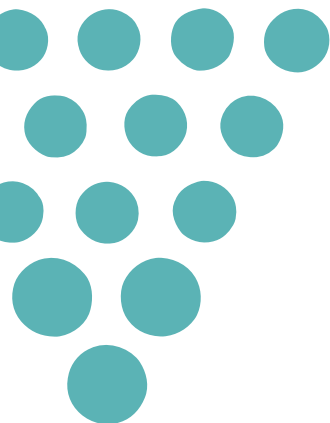
- Learning materials presented in an accessible format with extra time planned for tasks.
- Clear individualised SEN Support plans which include expected long term outcomes and short term SMART targets.
- Liaison and consultation with external agencies through Team Around the Child meetings. • Access arrangements identified and applied for internal and external examinations.
- Adaptations to the school environment may be necessary to meet the needs of pupils. For example, steps which are edged with paint.

Specialist – A Few Pupils

In addition to universal and targeted assessment and planning approaches a few pupils will require:

- Additional specialist assessments from a qualified teacher of the visually impaired in order to contribute to a specific and focussed SEN Support plan, for example to identify specialist equipment needs to enable access to the curriculum such as low vision aids, braille equipment or specialist software.
- Regular assessments and monitoring of assistive technology progress.
- Rigorous quantitative and qualitative measures used as a baseline from which progress can be judged for:
 - language and communication skills (including literacy)
 - access to the curriculum
 - social and emotional skills

For Braille users, the Vision Support Team undertakes an annual assessment using the Neale Analysis for Braille Readers and adapted Tooze Analysis.



Do – Intervention and Support

Sensory and/or physical needs: Vision

Universal – All Pupils

All pupils will require access to the following Intervention and Support:

- Access to a suitable visual and learning environment.
- Curriculum differentiation that takes account of individual needs.
- Personalised learning goals.
- Grouping strategies which promote independence and where necessary supported learning. Independent learning should always be encouraged.

Staff within schools should follow medical (orthoptic/optometric) advice about the wearing of glasses and/or occlusion (patching).

Glasses should be kept clean.

Targeted – Some Pupils

Some pupils may require the following additional intervention and support approaches:

- Access to the curriculum which has been adapted to meet their visual needs such as electronic, enlarged or otherwise modified resources.
- Advice and strategies from a qualified Teacher of the Visually Impaired. Visit frequency determined by the National Sensory Impairment Partnership (NATSIP) criteria.
- Assessment by an Habilitation Specialist from the Vision Support Team to advise on strategies to develop independent movement where possible. Advice on physical adaptations to the environment.
- Bespoke training delivered by the Vision Support Team enabling staff to meet the individual needs of pupils.
- Exams will need to be in the appropriate format with additional time according to the regulations of the relevant Examining Board. Access arrangements therefore need to be in place as regular practice.
- Peer training carried out by a member of the Vision Support Team.
- Extra time to carry out tasks with adult intervention to explain visual concepts which may have been missed due to sight loss.

Specialist – A Few Pupils

A few pupils may require:

- Access to the curriculum which has been adapted to meet their visual needs such as braille, tactile, Moon, electronic, enlarged, objects of reference.
- Regular taught sessions with a qualified Teacher of the Visually Impaired. Visit frequency determined by the National Sensory Impairment Partnership (NATSIP) criteria.
- Regular habilitation sessions with a Habilitation Specialist in liaison with the qualified Teacher of the Visually Impaired. Advice on physical adaptations to the environment.
- Regular taught sessions with a Teacher of Assistive Technology to develop the use of ICT and technology to produce and access work.
- Access to a quiet area for Specialist teaching.
- Extra time to carry out tasks with adult intervention to explain visual concepts which may have been missed due to sight loss.
- Adult support may be necessary to ensure safe movement around a school. A qualified Teacher of the Visually Impaired will advise on this.

Review - Evaluating Progress

Sensory and/or physical needs: Vision

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carer. This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Reviews of progress should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced. Achieving targets may also mean that arrangements and targets would be adjusted.

Parents/carers should always be invited in the review of the pupil's progress.

Pupil views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils and the impact these have had should be kept and available as needed.

Where appropriate reviews should involve input from external professionals involved with the pupil e.g. Cognition and Learning, Communication and Interaction, Physical and Medical Needs Advisors as well as Educational Psychologists, Speech and Language Therapists.

In analysing the progress that has been made the pupil may:

- No longer need SEN provision and their needs will be met from universal approaches.

or

- Continue to need SEN provision at SEN Support level as needs cannot be met from universal approaches.

or

- Need more personalised support.

Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews should feed into the assessment process and should be fully recorded

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.

Parents/carers should always be involved in the review of the pupil's progress.

Pupil's views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In analysing the progress that has been made the pupil may:

- No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches.

or

- Continue to need intensive special educational provision as needs cannot be met from targeted approaches.

or

- Need more intensive, personalised special educational provision.

Pupil Needs:

Pupils with a multi-sensory impairment have a combination of vision and hearing difficulties. The combination of needs can have a very significant impact upon a pupil's ability to access the curriculum and the social context of school. Need and provision will be unique to each individual, and so relevant staff from the Sensory Support Service will liaise closely with schools in identifying and supporting the needs of pupils with MSI.

In 1995 the Department of Health established a legal definition of deafblindness:

'A person is regarded as deafblind if their combined sight and hearing impairment cause difficulties with communication, access to information and mobility. This includes people with a progressive sight and hearing loss.'

Sensory and/or physical needs: Multi Sensory Impairment

Universal – All Pupils

Most children with a temporary hearing loss or unilateral hearing combined with a corrective visual impairment /unilateral vision needs will be met by Universal approaches.

Some pupils may have both a visual impairment and hearing impairment identified by medical practitioners. Visual and hearing impairments take many forms and have widely differing implications for educational provision.

Many pupils wear glasses or contact lenses and there will be pupils who might have limited vision in one eye. They may need certain adaptations to support their access but this does not represent in itself a special educational need.

Many pupils have some degree of hearing loss at some point in their school years, particularly at primary age. This may affect one or both ears, may be temporary and/or fluctuating in nature.

If hearing impairment is temporary and vision is corrected by glasses then it would mean pupils may need some short-term support, but it should not be assumed that they have special educational needs.

However professionals should be aware that having a hearing loss can impact on the vision loss and vice versa.

Targeted – Some Pupils

Some pupils' multisensory impairment needs cannot be met by universal approaches over a sustained period of time. Difficulties may be demonstrated on pupils:

- Ability to access the curriculum.
- Ability to develop self-help strategies.
- Social and emotional learning and development.

They may have:

- A diagnosed eye condition which may be reduced near or distance vision or cerebral visual impairment.

Professionals should be aware that having a hearing loss can impact on the vision loss and vice versa which can be fairly significant.

These pupils will require a graduated approach which involves:

Increasingly detailed interventions and support approaches and where appropriate specialist expertise. Successive cycles of assessment, planning, intervention and review which ensures that interventions match needs.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – A Few Pupils

A few pupils' Multi-Sensory needs cannot be met by universal or targeted interventions and support approaches alone. In these cases their combined visual and hearing difficulties are long term and usually severe/profound in at least one of the senses. This significantly impacts upon their ability to access the curriculum and the social context of school.

These pupils may require a personalised approach which draws on very detailed interventions and support involving ongoing monitoring of appropriate specialist professionals.

If a pupil, despite graduated cycles of assess, plan, do and review, does not make progress consideration may need to be given to the appropriateness of requesting an EHC needs assessment.

Most pupils with a Multi-Sensory Impairment requiring an EHC needs assessment are identified through close liaison with medical services.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website.

Assess and plan

Sensory and/or physical needs: Multi Sensory Impairment

Universal – All Pupils

All pupils require:

- Systems in place for staff to be able to seek information about a pupil's multi-sensory needs/concerns in order to identify their learning needs.
- Systems in place for staff to be able to seek the views of parents/carers about their child's multi-sensory needs.
- Appropriate whole school policies for supporting pupils with multi-sensory needs.
- Use of the accessibility audit tool for reviewing whole school and individual classroom settings suitability for pupils with a multi-sensory impairment, with accessibility planning built into whole school policies.
- Whole school awareness of the implications of a multi-sensory loss for a pupil, and for use of appropriate strategies which facilitate the inclusion of pupils with multi-sensory impairment.
- Health and safety risk assessments to be in place for educational activities on and off site, to include the needs of individual pupils within the group.
- Consistently followed guidelines in place for handing over of information regarding individualised pupil needs at time of transition between classes and for changes to classroom personnel, e.g. supply teacher cover.

If concerns are raised about multi-sensory impairment, medical advice should be sought e.g. GP, Health Visitor, Audiology, Ophthalmology.

Targeted – Some Pupils

In addition to universal assessment and planning approaches some pupils may require:

- Schools working in partnership with pupils and parents/carers through clear costed graduated plans and reviews.
- Assessments and observations by subject / class teacher and SENCO undertaken to review curriculum access and attainment and ability to participate or engage in social activities at an expected level.
- A Teacher of the Multi-Sensory Impaired to undertake specific assessments to determine needs.
- A functional visual/hearing assessment, carried out by the Sensory Support Team (Qualified Teacher of the Deaf and/or Qualified teacher of the Visually Impaired and/or Qualified teacher of Multi-Sensory Impaired) and used in association with medical advice to inform school staff of pupil's needs.
- Regular assessments and monitoring of use of assistive and access technology and communication systems as appropriate (See Vision/Hearing Support Sections).

Specialist – A Few Pupils

In addition to universal and targeted assessment and planning approaches a few pupils may require:

- Additional specialist assessments from a Teacher of the Multi-Sensory Impaired in order to contribute to a specific and focussed SEN Support plan.
- Rigorous quantitative and qualitative measures used as a baseline from which progress can be judged for:
 - language and communication skills (including literacy)
 - access to the curriculum
 - social and emotional skills

Do – Intervention and Support

Sensory and/or physical needs: Multi Sensory Impairment

Universal – All Pupils

All pupils will require access to the following Intervention and Support:

- Access to a suitable visual/auditory acoustic and learning environment.
- Curriculum differentiation that takes account of individual needs.
- Personalised learning goals.
- Grouping strategies which promote independent and where necessary supported learning. Independent learning should always be encouraged.

Staff within schools should follow medical advice about the wearing of glasses /hearing loss e.g. Orthoptics/Optometric/Ophthalmology/Audiologist/Ear Nose and Throat)

Glasses should be kept clean/Hearing aids should be checked that they are working.

Targeted – Some Pupils

Some pupils may require the following additional intervention and support approaches:

- Access to the curriculum which has been adapted to meet their visual needs such as electronic, enlarged or otherwise modified.
- Advice and strategies advised by Qualified Teacher of the Deaf and/or Qualified teacher of the Visually Impaired and/or Qualified teacher of Multi-Sensory Impaired. Visit frequency determined by the National Sensory Impairment Partnership (NATSIP) criteria.
- Other assessments such as Assessment by an Habilitation Specialist from the Vision Support Team to advise on strategies to develop independent movement where possible. Advice on physical adaptations to the environment.
- Bespoke training delivered by the Sensory Support Service enabling staff to meet the individual needs of pupils.
- Exams will need to be in the appropriate format with additional time according to the regulations of the relevant Examining Board. Access arrangements therefore need to be in place as regular practice.
- Peer training should be carried out by a member of the Sensory Support Service.

Specialist – A Few Pupils

A few pupils may require:

Access to the curriculum which has been adapted to meet their Multi-Sensory needs.

Regular contact with a Qualified Teacher of the Deaf and/or Qualified teacher of the Visually Impaired and/or Qualified teacher of Multi-Sensory Impaired. Visit frequency determined by the National Sensory Impairment Partnership (NATSIP) criteria.

Additional Support as appropriate and as described in the Vision and Hearing Support sections of this document.

Review - Evaluating Progress

Sensory and/or physical needs: Multi Sensory Impairment

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carer. This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Reviews of progress should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced. Achieving targets may also mean that arrangements and targets would be adjusted.

Parents/carers should always be invited in the review of the pupil's progress.

Pupil views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupil should be kept and available as needed.

Where appropriate reviews should involve input from external professionals involved with the pupil e.g. Cognitive and Learning, Communication and Interaction, Physical and Medical Needs Advisors as well as Educational Psychologist, Speech and Language Therapist. In analysing the progress that has been made the pupil may:

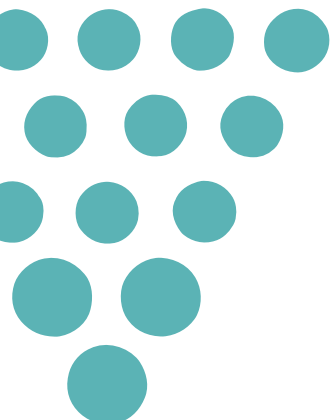
- No longer need SEN provision and their needs will be met from universal approaches.

or

- Continue to need SEN provision at SEN Support level as needs cannot be met from universal approaches.

or

- Need more personalised support.



Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews should feed into the assessment process and should be fully recorded

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.

Parents/carers should always be involved in the review of the pupil's progress.

Pupil's views should always be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In analysing the progress that has been made the pupil may:

- No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches.

or

- Continue to need intensive special educational provision as needs cannot be met from targeted approaches.

or

- Need more intensive, personalised special educational provision.



Physical and Medical Needs

SEND Code of practice.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (SEND Code of Practice, page 98)

Pupil Needs:

Sensory and/or physical needs: Physical and Medical

Universal – All Pupils

Most pupils who have physical and/or medical needs will have their needs met by universal approaches.

There is a wide range of physical and medical need.

Some pupils with physical and/or medical needs may need short term support but this does not mean that they have special educational needs as over time they can access the curriculum and make appropriate progress.

Targeted – Some Pupils

Some pupils physical and/or medical needs cannot be met by universal approaches over a sustained period of time.

Difficulties may arise from:

- Physical, neurological or metabolic causes e.g. Cerebral Palsy.
- Severe trauma, such as an accident or serious illness.
- Degenerative conditions such as Muscular Dystrophy.
- Motor Skills difficulties identified through a diagnosis of Developmental Co-ordination Disorder (DCD)/ Dyspraxia.
- Motor Skills difficulties without a specified cause/diagnosis.

Their difficulties may show themselves in the following ways :

- Ability to access buildings, classrooms, equipment and activities.
- Ability to access the curriculum.
- Ability to develop self-help strategies.
- Social and emotional development.
- Little or no independence within tasks or daily living skills.
- Difficulties in communicating through speech.
- Physical and emotional fatigue.

These pupils will require:

A graduated approach which uses increasingly detailed interventions and support approaches.

Use of assess, plan, do, review cycles to ensure interventions are effective and appropriate for their needs.

All plans should focus on making the pupil more independent.

Where full independence cannot be achieved the pupil will be supported to develop skills, to make choices and use advocates.

If a pupil requires provision which is additional to, and different from that which is provided in the mainstream class, school staff should consider whether the pupil should be identified as having special educational needs and recorded at SEN Support on the Record of Need.

Specialist – A Few Pupils

A few pupils' needs cannot be met by universal or targeted interventions and support approaches alone. In these cases their physical and/or medical difficulties are long term.

Often these pupils will have been identified at an early age.

These pupils may require:

A graduated approach which uses increasingly detailed interventions and support approaches, often planned through the advice of external professionals.

Use of assess, plan, do, review cycles to ensure interventions are effective and appropriate for their needs.

Increased physical support for areas such as personal care, Occupational Therapy, physiotherapy programmes and specialised positioning equipment.

All plans should focus on making the student more independent.

Where full independence cannot be achieved the pupil will be supported to develop skills, to make choices and use advocates.

If a pupil, despite graduate cycles of assess, plan, do and review does not make progress consideration may need to be given to the appropriateness of requesting an EHC needs assessment. Most pupils with physical or medical needs are identified through liaison with medical services.

Guidance on the criteria used by the Local Authority when considering an EHC needs assessment is in the SEN file on Cornwall Council's website.

Assess and plan

Sensory and/or physical needs: Physical and Medical

Universal – All Pupils

All pupils require:

- Systems in place for staff to have information about physical and/or medical needs and concerns in order to identify pupil's learning needs.
- Systems in place for staff to be able to seek the views of parents/carers about their child's physical and/or medical needs.
- Appropriate whole school policies for supporting pupils with physical and/or medical needs.
- Use of the accessibility audit tool for reviewing whole school and individual classroom settings suitability for pupils with physical and/or medical needs, with accessibility planning built into whole school policies such as adapting layout of classroom to ensure ease of access to all areas.
- Whole school awareness of the implications of physical and/or medical needs for a pupil, and for use of appropriate strategies which facilitate the inclusion of pupils with physical and/or medical needs.
- Health and safety risk assessments in place for educational activities on and off site, to include the needs of individual pupils within the group.
- Consistently followed guidelines in place for handing over of information regarding individualised pupil needs at time of transition between classes and for changes to classroom personnel, e.g. supply teacher cover.

Targeted – Some Pupils

In addition to universal assessment and planning approaches some pupils may require:

- Schools to work in partnership with pupils and parents/carers through clear costed graduated plans and reviews.
- Assessments and observations by subject/class teacher and SENCO undertaken to review curriculum access and attainment and ability to participate or engage in social activities at an expected level.
- Support to be empowered to be able to communicate their views about their needs and how they would like to be supported.
- Advice from external professionals e.g. Physical and Medical Adviser, Physiotherapist, Occupational Therapists, specialist nurses.
- Close links between school and home to ensure all are aware of changes in physical/medical needs and that all relevant professional advice, such as from the GP, is shared.
- Clear individualised SEN Support plans which include expected long term outcomes and short term SMART targets.
- Access arrangements identified and applied for internal and external examinations.
- Physical Adaptations to the school environment for example ramps, changing facilities.
- A multi-agency approach to assess needs and create a support plan. This may include: Educational Psychologists, Physical and Medical Needs Advisers, key health professionals, social care, physiotherapist, occupational therapist.
- Liaison and consultation with external agencies to support Team Around the Child meetings

Specialist – A Few Pupils

In addition to universal and targeted assessment and planning approaches a few pupils may require:

- Specialist involvement, assessments and monitoring from external professionals.
- Relevant medical and physical reports from external professionals to be shared between home and school and used regularly to assess, plan and review provision.
- Regular meetings to share assessments and review plans with the multi-agency team.
- Rigorous quantitative and qualitative measures being used as a baseline from which progress can be judged for:
 - access to the curriculum
 - social and emotional skills

Do – Intervention and Support

Sensory and/or physical needs: Physical and Medical

Universal – All Pupils

All pupils will require access to the following Intervention and Support:

- Curriculum differentiated appropriately to take account of individual needs.
- Personalised learning goals.
- Whole school ethos, which facilitates the development of self- esteem, confidence and independence.
- Grouping strategies which promote independent and where necessary supported learning. Independent learning should always be encouraged.
- Access to ICT.
- Access to appropriate tools and equipment, e.g. pencil grips, adapted scissors, rulers.
- Consideration of the position of the classroom teacher, board and desks.
- Structured opportunities to promote and support social relationships.

Targeted – Some Pupils

Some pupils may require the following additional intervention and support approaches:

There should be appropriate modifications to the classroom and whole school environment.

These modifications may include:

- Access to a dedicated ICT device.
 - Staff support in some key areas of the curriculum and for key activities.
 - Learn to type program such as SEBRAN, BBC DanceMat.
 - Alternative augmented recording methods e.g. use of information technology.
 - Motor skills interventions such as FunFit and fine motor skills intervention planning.
 - Writing slope.
 - Handwriting programs such as Write from the Start.
 - Emergency Evacuation Plans.
 - Cushions e.g. wobble cushions, wedge cushions.
 - Enlarged worksheets, if handwriting is too large for standard size sheets and books.
 - Additional time for some activities.
 - Arrangements for lunch and break times e.g. queuing earlier, quiet area.
 - Alternative ICT equipment such as one touch mouse, large keys keyboard.
 - Pre-teaching concepts, vocabulary.
-
- Adapting homework tasks as pupils might not have specialist equipment at home.
 - Leaving lessons early and arriving slightly later.
 - Plans to reduce physical exertion e.g. lockers at key places around school, lower peg in cloakroom for clothes etc.
 - Regular mobility breaks – e.g. not being on carpet for too long, opportunities to stand/get out of chair.
 - Alternative inclusive PE activities for the whole class.
 - Support to enable recommendations on risk assessments, e.g. Personal Emergency Evacuation plan, Individual Health Care plan, manual handling plan.

Specialist – A Few Pupils

In addition to universal assessment and planning approaches, some pupils will require:

- A highly modified learning environment.
- Access to specialised software/hardware as assessed and recommended by specialists.
- Building access arrangements/equipment e.g. ramps, lifts as assessed and recommended by specialists.
- Identified spaces to safely store specialist equipment.
- Appropriate staff trained in Moving and Handling.
- A Moving and Handling plan to be in place.
- Specialist programmes for exercise/physical development as outlined by Physio/Occupational Therapist, with appropriately trained staff to run them during the school day.
- Staff trained to fit and remove splints/boots.
- Cutlery as recommended by OT team.
- Access to, and support to use equipment to promote physical development and postural support e.g. walkers, walking frames, standing frames.
- Changing beds, hoists and slings.
- Support is provided to schools to enable and appropriate response to recommendations on risk assessments e.g. Personal Emergency Evacuation plan, Individual Health Care plan, manual handling plan.
- Clearly identified plans to ensure pupils who need to be out of class for medical/physical needs or personal care, are kept up and do not miss learning opportunities.

Review - Evaluating Progress

Sensory and/or physical needs: Physical and Medical Needs

Universal – All Pupils

Regular reviews of each pupil's progress in consultation with the pupil's parent/carer.
This will follow the whole school assessment cycle reviewing pupils' attainment and progress.

Targeted – Some Pupils

Reviews of progress should take place at least three times per year.

Reviews are key to the assessment process and should be fully recorded.

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced. Achieving targets may also mean that arrangements and targets would be adjusted.

Parents/carers should **always** be invited in the review of the pupil's progress.

Pupil views should **always** be sought as part of the review process.

Records of steps taken to meet the needs of individual pupil should be kept and available as needed.

Where appropriate reviews should involve input from external professionals involved with the pupil e.g. Cognitive and Learning, Communication and Interaction, Physical and Medical Needs Advisors as well as Educational Psychologist, Speech and Language Therapist. In analysing the progress that has been made the pupil may:

- No longer need SEN provision and their needs will be met from universal approaches.
- or
- Continue to need SEN provision at SEN Support level as needs cannot be met from universal approaches.
- or
- Need more personalised support.

Specialist – A Few Pupils

Reviews of progress and impact of provision should take place at least three times per year.

Reviews should feed into the assessment process and should be fully recorded

Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.

Parents/carers should **always** be involved in the review of the pupil's progress.

Pupil's views should **always** be sought as part of the review process.

Records of steps taken to meet the needs of individual pupils should be kept and available as needed.

Reviews should involve the appropriate external professionals working with the pupil.

In analysing the progress that has been made the pupil may:

- No longer need such intensive special educational provision and needs will be met from targeted and/ or universal approaches.
- or
- Continue to need intensive special educational provision as needs cannot be met from targeted approaches.
- or
- Need more intensive, personalised special educational provision.

Supporting Children with Medical Needs

Section 100 of the Children and Families Act 2014 places a legal duty on schools, academies and alternative provision to make arrangements for supporting pupils at their school with medical conditions.

A child or young person is considered to have a medical condition if their physical or mental health needs are such that, without reasonable adjustments, their attendance at school or access to the curriculum and other activities would be compromised.

A child or young person with medical needs doesn't necessarily have special educational needs. However, a person with a medical condition that is physical or mental and that has a "substantial" and "long term" negative effect on their ability to carry out normal daily activities is defined as "disabled". This means that they are covered under the SEND Code of Practice which provides guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and by the Equality Act 2010.

The Community and Hospital Education Service (CHES) is an academy that exists to provide education for pupils unable to attend school due to medical reasons.

For a pupil to be eligible for the Community Hospital Education Service they will need a referral form from a relevant medical professional.

Relevant medical Professionals include:

- Member of Community Paediatrician Team
- Hospital Consultant
- Clinical Psychologist
- Consultant Child & Adolescent Psychiatrist
- CAMHS Senior Practitioner

More information on Cornwall's Hospital Education Service can be found on their website

Further guidance on supporting pupils at school with medical conditions can be found on the Cornwall Council's website.



Supporting Information

Access to the whole school curriculum.

Equality and Inclusion

SEND Code of Practice

6.8 Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Cornwall Local Authority Accessibility Strategy outlines Cornwall Council's vision for all children and young people with Special Educational Needs and Disabilities (SEND) to have access to inclusive learning across all of its educational settings thereby providing opportunities for realising aspirations, achieving potential and participating fully in education and wider society.

Schools and other educational settings are responsible for providing a broad and balanced curriculum and play a key role in planning to increase access to the curriculum for all pupils. A school's duty to make reasonable adjustments is an anticipatory one and therefore the setting needs to make plans in advance about what pupils/students with SEND might require and what adjustments might need to be made.

The Local Authority's Accessibility Audit Tool for Educational settings, supports school in identifying adaptations that are needed. SEN support Services can support schools in using this effective tool to inform good practice. The Accessibility Audit Tool supports settings in ensuring that they can:

- Identify adaptations needed, including adaptations for children and young people with sensory needs.
- Create solutions to accessibility issues if adaptations are not possible, such as moving groups to accessible areas.

- Use consultation effectively, asking children and young people about physical accessibility, e.g. Access to toilets and changing facilities.
- Think creatively about classroom interiors, e.g. Making calm, low-sensory stimulation areas available, thinking about the use of curtains to reduce noise levels, removing clutter etc.

The link to Accessibility Strategy and the Audit tool are available in the SEN File on the Cornwall Council website.

Auxiliary aids and services

In September 2012 the duty to provide auxiliary aids and services including specialist equipment which could include laptops and tablets was extended to include schools. This places schools under a duty to provide aids and services where it is reasonable and where it would prevent a disabled pupil being put at a substantial disadvantage when compared to his or her non-disabled peers. The exception to this duty is where the aid or service is specified in an Education, Health and Care plan in which case the responsibility to provide the aid or service lies with the Local Authority. Examples of auxiliary aids include coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software.

The relevant Local Authority support team will provide appropriate training and support in the use of auxiliary aids.

Through the Services for Schools offer, the LA will ensure that core and bespoke training in meeting individual needs continues to be made available. As part of this offer, assessment, advice and support will be made available including signposting to a range of accredited training. Structured school support will also continue to be offered, to build the capacity of educational settings to meet the needs of the pupils with special educational needs.

Educational settings and the ‘assess, plan, do review’ cycle – whole school

Every school must publish an **SEN Information Report** Code of Practice p106-107. An example template can be downloaded from the SEN File on the Cornwall Council website.

The document must be dated and reviewed and updated annually. This is an ideal opportunity for each school to:

- Review the provision that has been made over the last year
- Assess the impact of the - provision made.
- Plan for the coming year recording what the school will
- Do, putting in place an updated range of SEN provision.

Funding

SEN funding is governed by a national framework introduced in April 2013.

In mainstream schools each pupil on roll receives an AWPU (age weighted pupil unit). This funding is at slightly different levels according to the age of pupils.

Each school also receives funding for SEN according to proxy indicators of need in the school’s population as a whole such as social deprivation and prior attainment. Some pupils who have a higher level of need require additional funding linked to the needs, outcomes and provision in their EHC plans.

Mainstream schools in Cornwall are expected, just as all schools nationally, to make up to £10,000 of provision for pupils who are identified as having SEN Support level needs. This ensures consistency of resourcing across all providers. Element 1 and Element 2 together make up the £10,000

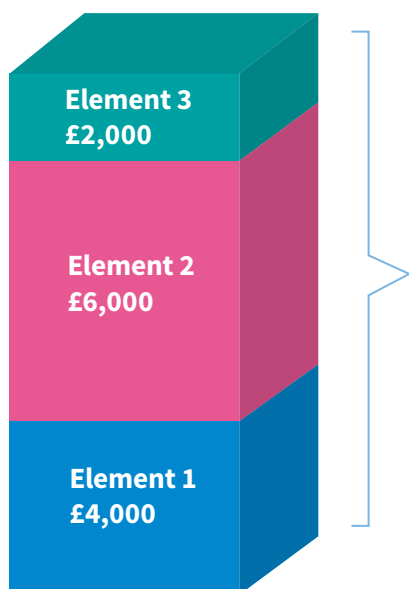
Element 1: Core funding, allocated to all children and young people.

Element 2: Additional support for pupils with SEN, up to a maximum of £6,000, from funds delegated to schools.

Element 3: Top up funding above £10,000, devolved from the High Needs Block, for EHC plans that identifies additional educational resources above £6,000.

Since April 2014 in Cornwall there has been an SEN high needs funding protection mechanism. This has put additional funding into schools that have a higher proportion of pupils with EHC plans to ensure that their needs can be met without it adversely affecting the provision for pupils at SEN support. This mechanism is monitored and will be adjusted, if necessary, in the future to ensure that funding is equitable and responsive.

Each school receives regular funding statements setting out the different aspects of SEN funding received. For more detailed information about SEN Funding please see the SEN File on the Cornwall Council website.



The national SEN funding model is that each school is responsible for the first £10,000 of funding for any individual.

This is based on an assumed core allocation of £4,000 per pupil, plus the first £6,000 of additional resource identified in an EHC plan and additional resources up to the value of £6,000 for pupils at school support level.

Although the DFE have assumed that Element 1 funding (the per pupil funding allocation received by a school) would be at least £4,000, this is not the case in all schools.

Glossary

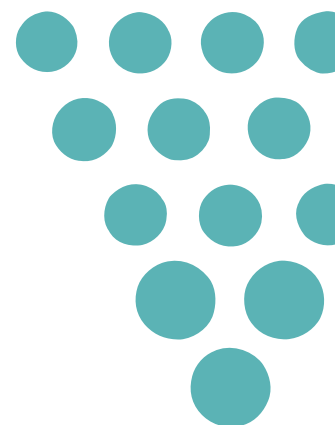
ASC	Autistic Spectrum Condition
Autism Champion	In school autism expert providing direct support and advice to staff and parents/carers. Contact the Autism Team for more information
AT	Advisory Teacher
AWPU	Age Weighted Pupil Unit
EHC	Education Health and Care
Element 1	Core funding allocated to every pupil in a mainstream/Post 16 setting.
Element 2	The first £6,000 of additional resources required for a pupil with a Statement or EHCP. The provision of this resource is the responsibility of the school/post 16 provider.
Element 3	Any amount of additional resource over and above the £6,000 Element 2 resourcing. This is funded from within the High needs Block at the Local Authority.
ENT	Ear, Nose and Throat
EP	Educational Psychologist
GP	General Practitioner
ICT	Information and Communication Technology
LA	Local Authority
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PASS	Pupil Attitude to Self and School
PECS	Picture Exchange Communication System
SALT	Speech and Language Therapist
SEAL	Social Emotional Aspects to Learning
SDQ	Strengths and Difficulties Questionnaire
SEBRAN	Software to support pupils' recording
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and/or Disability
SEMH	Social Emotional and Mental Health
SLD	Severe Learning Difficulties
SMART targets	Targets which are specific, measurable, achievable resourced and time limited.

This document has been produced for use in Cornwall's mainstream schools by Special Educational Needs Co-ordinators (SENCOs), other strategic leaders for special educational needs (SEN), and specialists in particular aspects of SEN. Providing and keeping this guidance under review is the responsibility of the Local Authority working with partners. Particular thanks are extended to school staff who contributed to the document's development. It supports our shared understanding of roles, responsibilities and processes to realise our vision for Cornish children and young people.

To provide feedback about this document that will inform its future development please email SEND@cornwall.gov.uk.

Further information about systems, support services, training opportunities and much more can be found in:

- School messenger
- SEN file on the website for Cornwall
- Cornwall's SEND Local Offer.



Contact us

For advice and guidance please email us at:

togetherforfamilies@cornwall.gov.uk

Or call us on:

0300 1234 101

If you would like this information in another format or language please contact:

Cornwall Council, County Hall,
Treyew Road, Truro, TR1 3AY

e: equality@cornwall.gov.uk

t: 0300 1234 100